The Role Of School Administration For Raising Political Awareness Among Primary Public School Students In Palestine

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Abstract:

This study aimed to explore the role of school administration for raising political awareness among primary school students in Palestinian Authority schools. To achieve this aim role approach was adopted. To collect primary data (3) Interviews were conducted with experts in the field of education, and (18) headmistresses and headmasters of a public primary school from all Palestinian governorates. The most important results show that the role of school administration of primary school for raising political awareness among primary school students in Palestinian case differs from other independent cases. This role depends on the degree of political awareness of the headmistresses and headmasters. The school administration plays its role through various means and activities to raise the students' political awareness towards their Palestinian cause, the prospective independent state, Jerusalem as its capital, and the dangers facing Palestine. The most important obstacles for achieving this role is the Palestinian division.

Keywords: school administration - political awareness - primary public schools - Palestine .

Introduction:

Basic education schools represent the basic base of the educational system in any country. They have a crucial role through the knowledge and information they provide to students in various fields, in addition to the fact that they engage in various activities that contribute to building of the student's personality besides to his\her political awareness. Basic education is an important stage in a child's life. It aims to develop the capacities of students at this basic stage in line with their different abilities and environments. Thus, it has an educational message that aims at something beyond education and knowledge acquisition (Al-Zein, 2021). The educational institution in this regard does not play a service role only, but it assumes a clear political function aiming at preparing, educating and guiding (Hassan, 2014). In fact, the basic stage of education is affected by all the elements of the educational system, including the teacher, the curriculum, and the educational administration (Hassan and Al-Waili, 2004).

The basic stage of education differ from one country to another, and for the Palestinian case, it is an important stage of the educational process. Basic/compulsory education in Palestine starts from the first basic grade until the tenth grade. This stage begins with the student entering the first basic grade from the age of (5) years old and (6) months, which lasts for ten years, i.e. until the end of the tenth grade (compulsory stage) (Ministry of Education, 2021).

Since the academic year (2017/2018), the basic schools in the Palestinian Authority's schools include schools that teach the ninth grade and below, while those that teach the tenth grade and above are regarded as secondary schools; this is based on the new education law issued by the Palestinian Ministry of Education and Higher Education. The number of basic government schools is 1,184 schools, in the West Bank (963) schools, while in the Gaza Strip (221) basic government schools, and the number of students in them is (621.565 students according to the Central Bureau of Statistics, 2020). Here, the role of those

in charge of basic education schools emerges clearly; the school administration has an important role in developing students' political awareness by setting an annual educational plan for the development of students' political culture, provided that the plan includes activities that increase students' knowledge of various political issues (Hassan, 2014). The higher the students' political awareness, the greater their affiliation (Nassar and Al-Ruwaished, 2005), and the lack of interest in developing political awareness and political upbringing, the serious consequences for society (Hassan, 2014). Based on the foregoing, there is a need to study the role of school administration in developing political awareness among students in the basic stage in public schools in Palestine, because they are still under Israeli occupation; countries under occupation in this respect need to develop political awareness among their students more than politically stable countries. (Pierre, 2007) The study differs from other studies, which makes it very important due to the fact that that the majority of studies focus on either developing political awareness among students in democratic countries, and thus focus on the values of citizenship and social justice as the study of (Schamber & Mahoney, 2008), and the study of (Al Tuwarish, 2009); or it is conducted in politically stable countries even if they are non-democratic as the of study (Hawamdeh et al., 2018). However, the study of political awareness in the occupied countries is not given attention, and even if studies are found in the areas under occupation, they focus on developing political awareness at the secondary level or universities and not in the basic stage as the study of (Al-Khaza'leh & Lahiani, 2021), study of (Assaf, 2013), and the study of (Abu Sakoor, 2009). In addition to the fact that the vast majority of quantitative studies use the descriptive approach and the questionnaire as a tool for collecting information.

This study aims to explore the role of school administration in developing political awareness among basic government school students in Palestinian Authority schools; there are those who consider that schools are designed to raise political awareness (OECD, 2003). Consequently, school has a vital and important role in building societies and leading change in them, its most important role is to form and develop political awareness among its students in order to build leaders for the future, through the knowledge, information and various activities it provides that themselves enhance and develop political awareness.

The concept of political awareness adopted by the study is Zaller's definition (Zaller 1992). According to him, political awareness means "The extent to which the individual cares about politics and the extent to which he understands what he is facing and is exposed to" (Bauer, 2020).

Despite the lack of agreement on the concept of political awareness, Zaller's definition of it is almost agreed upon by the authors (Lyons, 2017). Its definition is suitable for achieving the objectives of this study, because Palestinian students in the basic stage must be politically aware of what they will face in the future, and what they will be exposed to from the Israeli occupation,; since education during the basic stage creates political awareness among students and helps them to participate more in the political process (Lyons, 2017).

There is a need to study the role of school administration in developing political awareness among students in the basic stage in public schools in Palestine, because they are still under the Israeli occupation. Where this study assumes, based on the role approach, that there is a role for school administration in developing political awareness among public school students in Palestine differs from those in other independent countries. This role includes several things that contribute to the development of political awareness among students. The most important of which is the school administration's interest in developing students' political awareness by reviving many Palestinian national occasions and reminding students of the Palestinian national leaders and personalities that fought the Israeli occupation, as well as developing students' awareness of buying and consuming Palestinian national products and providing the school library with Palestinian books and stories. There are many things that the school administration can do in order to increase political awareness that enhances the values of belonging and loyalty to the Palestinian cause.

Study Methodology and Procedures:

In order to explore the role of school administration in developing political awareness among students of the basic stage in the schools of the Palestinian Authority, with the aim of revealing how this role differs in cases subject to occupation such as the Palestinian case from other independent cases to cover this knowledge gap that has been overlooked. The role approach is adopted, whereby the role approach assumes that there is a functional and structural role for each person in the social structure and has a set of expectations and behaviors (Coser, 1995). Since this study is considered a qualitative study, it relied to gather information on the

interview tool, where (21) interviews were conducted with principals of government schools in the basic stage. The interview duration ranged between (15-1:30) hours. Care was taken to cover all Palestinian governorates affiliated with the Palestinian Authority, as a quota-based sampling strategy was adopted in order to determine who would be interviewed. No interviews were conducted from Deir al-Balah governorate, as it was difficult to conduct such an interview in light of the refusal of more than one interviewee to express their concerns due to the division.

Basically, the study population was classified to cover all parts of the schools of education in the Palestinian Authority in the study by dividing the government schools affiliated with the Palestinian Ministry of Education, according to the division of the Palestinian National Authority governorates, which were divided into two geographically separate sectors, the West Bank and the Gaza Strip. Also according to the approved divisions In the Palestinian Authority, the West Bank was divided into (11) governorates, while the Gaza Strip was divided into (5) governorates (Ministry of Local Government, 2020), as shown in the following figure (1), which shows the quota system that was adopted in the study.
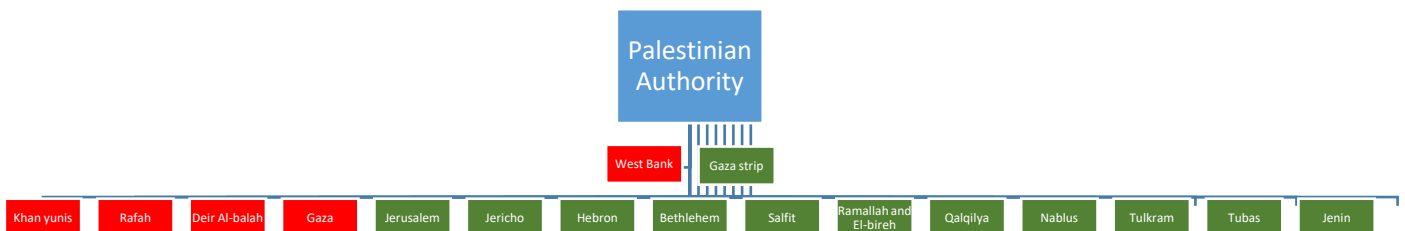
Figure (1)

A quota sampling strategy was adopted in order to determine who would be interviewed. In order to know the role of school administration in developing political awareness, there was a need to conduct interviews with principals of government schools, which are recognized for their distinguished role at the level of each governorate. However, sometimes less distinguished interviews were conducted from the same governorate, with the aim of producing more accurate scientific results. Hence, the first qualitative study was completed at the level of Palestine to know the role of school administration in developing political awareness. In addition, there was a need at other times to conduct interviews with special figures in the field of education, such as the Director of Education in Jerusalem, the Planning Affairs Officer and a researcher in educational affairs in Jerusalem, in order to further help in exploring the specificity of the role that the school administration enjoys in Jerusalem from other governorates.

A semi-structured method was used to collect data to allow asking some predetermined questions based on the role approach that helps in answering the main study question, and following up with questions according to the answers of the sample members. Then, the respondents' answers to the same questions were collected and analyzed manually. Its analysis was aided by the use of an interpretivism paradigm that helps clarify different perspectives from the interviewees in order to help build broader insights. As one of the most important assumptions of the interpretation model is that, the human being is not automatic and adopts multiple facts that are understood in the context (Klenke, 2008). It was noticed that the respondents adopted the concept of political awareness, and it was easier to understand through the context. It was also noted that different types of answers to the questions were analyzed after collecting the respondents' answers to the same question, then analyzing what are the similar answers, and what are the different ones. The questions analyzed revolve around the following main question:

What is the school administration's role in developing political awareness among basic public school students in Palestine?

From the main question, the following sub-questions emerge:

1. What is the concept of political awareness that the school administration develops among its students? Is the political awareness that is developed related to the past, the present, or the future?

2. What is the specificity of the school administration's role in developing political

awareness among basic school students in Palestine from other countries?

3. What are the obstacles facing the school administration in achieving its role in developing students' political awareness?

After that, the abbreviations that indicate each respondent were determined based on their job position and governorate, as shown in Table (1), which shows the abbreviations for the respondents.

Table (1) abbreviations for respondents

Abbreviations	Governorate	Job position	Name
J.G	Jerusalem	Principal of Al Wefaq Primary School	Kafaya Sabri Hamdan
B.G	Bethlehem	Principal of El Tahrir Elementary Boys School	Wissam Elias Qumsiyeh
H.G	Hebron	Principal of Al Karama Elementary Boys School	Raed FaraJ Allah
H.G1	Hebron	Principal of Al-Zahiriyah Boys School	Khalil Muhammad Khalil Frejat
J.J.G	Jenin	rincipal of Al Zababdeh Girls (12-1) Secondary School	Kafaya Maasarwe
R.G	Ramallah	Principal of Faisal Al Husseini School	Samar Samara
S.G	Salfit	Principal of Salfit Primary Girls School	srour jasser
S.G1	Salfit	Rafat High School Manager for Males (12-5)	Kayed Muhammad Othman Shehadeh
T.G	Tubas	Principal of Abu Dhar Al Ghafari School	Amal Daraghmeh
Q.Q.G	Qalqilya	Principal of Qalqilya Girls Primary School	Sihem inaya
T.K.G	Tulkarm	Principal of Kafr Al Rumman Elementary Mixed School	Ahmad Rajab
N.G	Nablus	Principal of Yasser Arafat School	Fatima Al-Sous Awwad
N.G1	Nablus	Principal of Hawara Elementary School for Girls	Nadia Ahmed Qassem Odeh
J.C.G	Jericho	Principal of Jericho Girls' Elementary School	Abeer Abu Libda
R.R.G	Rafah	Principal of Shafa Omar Elementary School for Girls	Rawya Abdel Qader Al-Wadi
K.Y.G	Khan Younes	Principal of Ahmed Abdel Aziz B Elementary School for Boys	Muhammed Odeh Shabeer
G.G	Gaza	Al-Buraq School Principal	Hanan Al-Hams
G.G1	Gaza	Principal of Asmaa Bint Abi Bakr Joint School	Mazzouza Abdullah Ibrahim Al-Khatib
Special personalities in the field of education			
J.S.G	Jerusalem	Researcher in educational affairs and former director	Ahmed Safadi
J.S.G1	Jerusalem	Director of Education	Samir Jibril

J.S.G2	Jerusalem	Planning Officer in the Directorate of Education	Wijdan halsa

Discussion and conclusions:

This section was based on interviews analysis and will be divided based on the questions asked into four main axes based on the four questions that were analyzed and discussed:

First: The concept of political awareness developed by the school administration:

The concept of political awareness that the school administration develops among students of the basic stage will be analyzed based on the concept of political awareness, as defined by Zaller (Zaller 1992) (Bauer, 2020). Where its definition was shortened to the following question: To what extent are students aware of what they face and are exposed to?

Through the respondents' answers and their analysis based on the previous question, which was based on Zaller's definition of political awareness, a diversity was observed in their definition of political awareness that they are working to develop, and the following table (2) illustrates the concept of political awareness that is being developed among students of the basic stage in Palestine:

Table (2) The concept of political awareness developed by the school administration

Coding the respondents' answer	The concept of awareness developed by the school administration
.(T.G) (J.G)	We have power, but we are not independent. We are still under occupation, which is the cause of all our problems .
(J.J.G) (S.G1) (J.G)	Palestine is our homeland, and everything related to the Palestinian cause and our history of struggle. .
(S.G1) (Q.Q.G)	Freedom from occupation
(T.G)	Palestine is subject to many political changes, due to the occupation as well as the political division
(S.G1) (Q.Q.G)	We will have a Palestinian state like the rest of the independent countries of the world, with Jerusalem as its capital.
(T.G)	Awareness of students of the danger of the Palestinian political division on the Palestinian cause, and the history of the struggle of the Palestinian people.
(S.G1) (B.G)	The system we want is a democratic system that guarantees citizenship.

It can be concluded from Table (2), which was reached based on the respondents' answers, that the definition of political awareness that is developed among students of the basic stage according to the intersection and difference of their answers revolves around four things:

1. Developing students' awareness of the Palestinian issue, and despite the existence of an authority, it is still under occupation.

2. Develop students' awareness of the prospective Palestinian state, with Jerusalem as its capital.

3. To develop students' awareness of the dangers facing the Palestinians, the most important of which are occupation and division.

4. Develop students' awareness about the type of system required in this country and how to achieve it.

From the answers obtained from the respondents, it can also be concluded that the concept of political awareness differs from the concept of political awareness that is addressed in other cases. The fourth item related to the development of students' awareness about the type of system to be achieved in the independent countries, as it is characterized by democracy, citizenship and justice which agrees with the study (Schamber & Mahoney, 2008)

(Hawamdeh et al., 2018). Political awareness in the Palestinian case is linked to its existence under occupation. The study (Assaf, 2013) indicated that the Palestinian political awareness differs from the Arab and Islamic awareness, in terms of form and content, due to the political and cultural specificity of Palestinian society in light of the issue, occupation and siege.

In addition, to examine the respondents' answers regarding the development of students' political awareness about the past, the present, or the future?

The following table (3) shows their different interpretations of the importance of developing political awareness.

Table (3) the role of school administration in developing political awareness about the past, present or future.

Coding the answer according to the respondents	The respondents' interpretation of the importance of political awareness for students in the present, the past and the future	Time for political awareness under development
(T.G) (B.G) (R.G) (J.J.G) (N.G)	- That the students know their past and the history of their Palestinian cause. - In order to help them develop their awareness about the present and the future.	**In the past**
(R.G) (J.J.G) (N.G)	- That the students know what is going on around them of daily events.	**In the present**
(R.G) (B.G) (J.J.G)	- That the students know their past and the history of their Palestinian cause. – That the students know more about their political future. - To know what awaits them in the future. - To know what things might affect our future cause.	**In the future**

From the above, the study sample agreed on developing the students' political awareness in the past, present and future. The result of this study differs with what was indicated by a study (Hommed, 2008) that political awareness is crystallized through the extent to which individuals understand the political, social and historical reality of their societies, and their ability to fully visualize the reality that surrounds them. Since the development of political awareness is not limited to its development in relation to the present, but also to the past and the future. There are countless examples mentioned by the respondents about the role of school administration in how to develop

political awareness in the past, present and future, for example:

1. To develop political awareness in the past by holding a competition for the students about the names of the displaced villages, and asking the students to search in advance for the displaced villages. Where we ask through the map of Palestine what the students know about the displaced villages and in which city they are located. (R.G)

2. Developing political awareness in the present, for example, through the events of the Sheikh Jarrah neighborhood in Jerusalem. An academic was hosted from the university to talk about the events

of the Sheikh Jarrah neighborhood. What are they? Why did it happen? And what are its repercussions?" (N.G)

3. Developing the students' future political awareness through a drawing competition presented to the students entitled "How do you imagine Palestine after twenty years?" Some students drew a picture of their homes. This means that the student imagines himself living in Palestine in his home, safe and stable. There are students, for example, who drew planes and trains, which means that the students imagine Palestine with trains and airports." (B.G)

Through Table (3), it can be concluded that the respondents' answers about the interpretation of the importance of developing political awareness in the past, present and future intersect through three things:

1. Political awareness is developed in the present so that they know more about what is going on around them.

2. Political awareness is developed in the past so that they know more about the history of their Palestinian cause, so they know more about their present and future.

3. Political awareness is developed in the future so that they know what awaits them in the future and what may affect their future.

    Political awareness is a complex and evolutionary process, as it is not a simple thing that can be specified and described accurately as much as it is a number of overlapping processes. The most important of which are gathering information and forming ideas, in a way that makes people more interactive with their environment and with the events surrounding them (Nashat, 2009).

Second: The specificity of the school administration's role in developing political awareness in the Palestinian case:

There is a peculiarity of the Palestinian case with regard to the role of the school administration in developing political awareness among basic schools, as it differs from other independent cases. This peculiarity is derived from the fact that:

- The Palestinian situation is still under the Israeli occupation, and therefore political awareness has been linked to that regarding the Israeli occupation with the aim of getting rid of it, with the education sector paying attention to national priorities and making it within its strategic plan. (Saleh et al.,

2017), taking into account the specificity of the school administration's role to develop political awareness, the researchers answered: "Because we are under occupation, we give more priority than other countries to developing political awareness among our students." (J.J.G)

- Establishing a Palestinian Authority that was hoped to reach an independent state, but that did not happen. It remained for the Palestinian Authority to reach liberation and development, and made this the vision of the education sector (Abu Eisha et al., 2020).

This vision of the education sector does not differ from the second item of the concept of political awareness that the school administration is trying to develop among students regarding the independent Palestinian state (B.G), (Q.Q.G), (S.G1).

There is a peculiarity of the Jerusalem governorate with regard to the role of the school administration in developing political awareness among students of the basic stage in it. It may differ from other Palestinian governorates, and this particularity derives from the nature of the city of Jerusalem, where it is exposed to Judaization and needs special political awareness for students there, especially since education is subjected to familiarization (making it compatible with the Israeli vision) (Yaqin et al., 2015).

The respondents emphasized that Jerusalem has a specificity that differs from other Palestinian governorates, and this specificity is derived from the specificity of the city of Jerusalem and its religious and political nature. There is a specificity for the types of schools in the Jerusalem governorate, which differ from the types of schools in the West Bank and Gaza governorates. (J.S.G1) Regarding the specificity of the types of schools in the Jerusalem governorate, there are four types of schools:

1. Schools affiliated with the Israeli occupation municipality in Jerusalem. (estimated at 52%)

2. Schools affiliated with UNRWA to the United Nations. (Six schools)

3. Schools belonging to the private sector, whether this sector is foreign or Palestinian. (estimated at 34%).

4. Schools affiliated with the Jordanian Endowments, which are governmental, actually follow the Palestinian Ministry of Education, whether from an administrative or educational point

of view, the same Palestinian curriculum, even financially. (Estimated at 14.5%).

The specificity of the school administration's role in the Jerusalem governorate can be deduced in

developing the political awareness of its students in a different way from the rest of the Palestinian governorates through Table (4):

The importance of activity in developing political awareness	The specificity of the school administration's role in developing the political awareness of students in the Jerusalem governorate through activities that are different from others
It develops students' awareness that Jerusalem is ours	Picking olives in the courtyards of Al-Aqsa and organizing trips to the Temple Mount
Develop students' awareness of Palestinian identity	Hosting Palestinian personalities from Jerusalem, such as the artist Hossam Abu Eisha, telling them folk tales and different stories about Palestine in a comic way, to suit the age group of the children.
It develops students' awareness that these areas are Palestinian areas, but were taken over by the Jews	Organizing school trips to the abandoned areas in Jerusalem, such as Ein Kerem, which has been completely Judaized.
To enhance the national character in their mind	Design a stamp with the character of the Palestinian Handala to stamp their notebooks

(J.S.G2) explained that the school administration's role in developing political awareness in Jerusalem governorate differs from other schools in the rest of the governorates. Ostensibly, the municipal schools in Gaza adopt the Palestinian curriculum, but in reality, it is distorted and reprinted in the municipality's press by that is governed by the occupation. It deletes the logo of the Palestinian National Authority, the Palestinian flag, lessons, verses, paragraphs; words, questions, Quranic verses, Palestinian national symbols, and everything that deals with the Palestinian cause and the right of return, also abandoned and destroyed Palestinian villages, adherence to the land and national sense, belonging to the Palestinian heritage, the burning of Al-Aqsa Mosque, and others. Hence, The greatest burden falls on the school administration to promote and develop political awareness of Jerusalemite students, by intensifying systematic and

extracurricular activities to enhance belonging and political awareness among its students by reviving national events, making trips to abandoned areas and villages, and visiting archaeological sites in Jerusalem, including Al-Aqsa Mosque, and other activities Education in Jerusalem is a challenge to steadfastness and survival.

Third: The role of school administration in developing political awareness:

It should be noted that the school administration has a role in developing political awareness among school students because it is obligated to implement the various activities and national occasions that the Ministry of Education requires of all schools (Hawash and others,

2020), which is summarized in the following table (5):

Table (5) The role of school administration in developing political awareness among basic stage students

Coding the respondents' answer	The importance of activity in developing political awareness	The role of the school administration in Jerusalem in developing the political awareness that distinguishes it from others

All respondents are from the governorates of the .West Bank (K.Y.G) (R.R.G)	It develops students' awareness about the importance of these occasions	Commemorating the Loyalty Week to commemorate various occasions such as Independence Day 11/15/1988, the anniversary of Abu Ammar's martyrdom 11/11/2004, and the Palestinian keffiyeh memorial on 11/16
All respondents are from the governorates of the West Bank	Develop students' awareness of the topic of the competition	Raising the Palestinian flag, national peace, and school radio
All respondents are from the governorates of the (R.R.G) West Bank (G.G1.) (K.Y.G)	It develops students' awareness of the history of the Palestinian cause	Reviving national occasions such as the Nakba Day, the Balfour Declaration,

Through Table (5), it can be concluded that the school administration in all governorates of the West Bank and most of the governorates of Gaza who were interviewed play an important role in developing political awareness among students, because they are required to do so based on a plan developed by the Palestinian Ministry of Education, for example, reviving a number of From national events, political events, exhibitions, competitions and other activities. A study (Abu Sakour, 2009) indicated that the most prominent roles that contribute to the development of political awareness for students are: providing the opportunity for national seminars and festivals, holding exhibitions, and then the university's participation in national events and political ones, and promoting Palestinian identity and belonging but it did not come to the conclusion that schools are committed to developing academic awareness, because they are bound by what the Ministry of Education requires of them. A study (Abu Sakour, 2009) indicated that the most prominent roles that contribute to the development of political awareness for students are: providing the opportunity for national seminars and festivals, holding exhibitions, and then the university's participation in national events and political events, and promoting Palestinian identity and belonging. However, it did not come to the conclusion that schools are committed to developing academic awareness, because they are bound by what the Ministry of Education requires of them.

It can also be concluded from the interviews that some school administrations lack political awareness, which negatively affects their role in developing political awareness among students. For example, (N.G.1) believes that "the role of the school administration in developing students' political awareness is limited to what the Ministry of Education requires from schools to revive national occasions." She gave an example during the commemoration of the occasion of National Land Day, as one of the activities on that occasion that she undertakes (N.G1) "We ask the students to plant different seedlings in the school yards to develop their connection to the land." It is clear that they are not politically aware that the Palestinian Land Day is a day commemorated by the Palestinians on March 30 of each year, and its events date back to March 1976 AD after the Zionist authorities confiscated thousands of dunums of land, and a number of martyrs fell in defense of the land.

The following table (6) summarizes the role played by school administrations in developing political awareness and distinguishes it from others, which the Ministry requires mandatory for all schools to revive national events and other activities.

Table (6) What distinguishes the role of school administration in developing political awareness among students of the basic stage from others

Coding the answer according to the respondents	The importance of activity in developing political awareness	The role of the school administration in Jerusalem in developing the political awareness that distinguishes it from others
(T.G) (N.G) (H.G1) (R.G) (J.C.G)	Develop students' awareness about the subject of mural painting.	Various frescoes (Key to the Right of Return, Jerusalem, etc.)
(N.G) (R.G) (J.C.G)	Develops students' awareness about Palestinian personalities	Organizing various school trips such as the Yasser Arafat Museum and the Yasser Arafat Foundation.
(H.G1) (S.G) (T.G) (Q.Q.G) (J.J.G) (J.C.G)	It reminds students of national events and their importance in consolidating their political awareness.	Cooperating with the local community, such as political and moral guidance, to organize political awareness meetings for students during various national events.
(Q.Q.G)	Students develop a political awareness of the Palestinian heritage	Semi-permanent exhibition at the school for Palestinian heritage.
(Q.Q.G) (J.C.G)	They gain political awareness about the right of return	Put pictures and names of the abandoned villages.
(N.G)	Creates political awareness in students when they read the paintings.	Putting introductory panels inside the school, for example, about the life of President Yasser Arafat, the history of his struggle, and other Palestinian militant figures.
(N.G)	Creates political awareness of the need to gain independence	Put the entire Declaration of Independence on the walls of the school
(N.G)	It creates political awareness about the current political events and that the war on Gaza is against all Palestinians and not only against Gaza.	Awareness of students through school radio about current political events such as the war on Gaza. Tell the students that what is happening in the war on Gaza is against all Palestinians and is not specific to Gaza only.
(B.G) (H.G1) (R.R.G)	Creates political awareness among students competing on political topics.	Conducting competitions among students on different topics

Table (6) confirms that the different school administrations are distinguished from each other in how they work and implement activities that develop students' political awareness.

- As the higher the level of political awareness of school principals, the more distinguished and diversified the activities, the greater the interest in political activities and the development of students' political awareness. (R.G).

The difference and distinction is in the way of reviving the various occasions that the Ministry requests from all school administrations in the various governorates. (T.G) (S.G1) (S.G1)

Fourth: Obstacles to the role of the school administration in developing political awareness:

There are several obstacles that prevent the school administration from exercising its role in

developing political awareness among students, and
the following table (7) summarizes them:

Table (7): Obstacles to the role of school administration in developing political awareness among basic school students

Coding the respondents' answer	Causes of obstacles	Obstacles to the role of school administration in developing political awareness among basic school students
(H.G1) (G.G)	There is not enough time for the school administration for extracurricular activities that contribute to the development of political awareness, as the priority is to complete the curriculum.	Overcrowding of the course
(H.G1)	E-Learning and Priority Health Protocol.	Emergency crises such as the Corona pandemic crisis
(H.G1) (R.R.G) (G.G1)	Some school administrations are afraid to conduct activities because it is forbidden to talk about political issues with students, especially in the governorates of Gaza.	Political division.
(H.G1)	Students are not interested in activities related to the development of political awareness.	The power and impact of social networking sites on students.
(K.Y.G) (G.G)	Political quarrels and political division impeded the existence of such a plan.	Absence of a comprehensive national plan for political awareness for basic school students.
(K.Y.G) (Q.Q.G)	The Ministry of Education does not allocate budgets for schools for these activities.	Insufficient financial allocations to conduct some activities that contribute to political awareness
(G.G) (Q.Q.G)	The young age of the students to conduct some awareness activities such as going out in marches and others.	Some political activities are not suitable for basic school students
(Q.Q.G)	The young age of the students to conduct some awareness activities such as going out in marches and others.	The large number of students in some schools.

From the previous table (7), it can be concluded that there are a number of problems that hinder the development of political awareness for students in the basic education stage. Based on the interviews, the most important obstacle that limits the role of the school administration in developing the political awareness of basic education students in Palestine is the Palestinian political division. Although there are many studies that have attributed the negative impact of the division on the Palestinian reality, such as the study of (Abu Ajwa and Asaliya, 2013), which indicated that the Palestinian political division caused the prevalence of political alienation, lack of standards and a feeling of powerlessness. However, this study differed with others by what it found of the impact of political division on the role of school administration in developing political awareness, not political alienation or other negative effects on the Palestinian reality.

Recommendations for future studies:

Future studies should seek to build on the topics mentioned here and quantitatively measure the obstacles of the school administration's role in developing political awareness for other stages of study, which were not discussed in this study. The obstacles to the role of school administration in developing political awareness that have been addressed here need further research, and the most important of those obstacles that the study recommends conducting studies on is the Palestinian political division.

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